B1-2	Content	Communicative achievement	Organisation	Language	
5	All content is	Uses the conventions	The text is generally	Uses a range of everyday vocabulary	
	relevant to the	of the communicative	well-organised and	appropriately, with occasional	
	task.	task to hold the target	coherent, using a	inappropriate use of less common	
	T he form the second second	reader's attention and	variety of linking	lexis.	
	The target reader is fully informed.	communicate straightforward and	words and a cohesive devices.	Uses a range of simple and some complex grammatical forms with a	
	is fully informed.	complex ideas.	uevices.	good degree of control.	
		B2(3)		Errors do not impede	
		(-)		communication.	
	Minor	Uses the conventions	Text is mostly	Uses a range of everyday vocabulary	
	irrelevances and/	of the communicative	well-organised and	mostly appropriately, with occasiona	
	or omissions may	task to hold the target	coherent, using a	inappropriate use of less	
	be present.	reader's attention and	variety of linking	common lexis.	
	The target reader	communicate straightforward ideas.	words and some cohesive devices.	Lisos a range of cimple and come	
4	The target reader is on the whole	B1(5)	conesive devices.	Uses a range of simple and some complex grammatical forms with	
	informed.	51(5)		mostly a good degree of control.	
				Errors rarely impede	
				communication.	
	Some irrelevances	Uses the conventions	Text is connected and	Uses everyday vocabulary generally	
	and/ or omissions	of the communicative	coherent, using basic	appropriately, while occasionally	
	may be present.	task in generally appropriate ways to	linking words and a limited number of	overusing certain lexis.	
3	The target reader	communicate	cohesive devices.	Uses simple grammatical	
3	is on the whole	straightforward ideas.		forms with a good degree of control.	
	informed.	B1(3), B2(1), A2(5)		5 5	
				While errors are noticeable, meaning	
				can still be determined.	
2	Irrelevances and	Uses the conventions	Text is connected	Uses basic vocabulary	
	misinterpretations	of the communicative task to communicate	using basic linking , high-frequency words	reasonably appropriately, while often overusing	
	of the task may be present.	ideas generally in	and a limited number	certain lexis.	
	present.	simple ways.	of cohesive devices.	Uses simple grammatical	
	The target reader		The coherence is	forms with some degree of control .	
	is still in some		minimal, but present.		
	way informed.			Errors may impede meaning at times	
1	Irrelevances and	Produces text that	Text is connected	Uses basic vocabulary	
	misinterpretations	communicates simple	using basic, high-	mostly inappropriately, while often	
	of the task may be	ideas in simple ways.	frequency linking	overusing certain lexis.	
	present.	B1(1)	words. Text is mostly	Uses simple grammatical forms with minimum degree of	
	The target reader		incoherent.	control.	
	is minimally				
	informed.			Errors may impede meaning.	
	The Content is			· · · · · · · · · · · · · · · · · · ·	
	totally irrelevant.				
0		Performance below Band 1.			
	The target reader				
	is not informed.				

Matu	Maturita in English; Assessment of writing part 2 (60-80 words)						
B1-2	Content	Communicative achievement	Organisation	Language			
5	All content is relevant to the task. The target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	The text is exceptionally/generally well-organised and linked, avoiding repetitive use of cohesive devices and linking expressions.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of grammatical forms appropriate to the type of writing with a good degree of control. Errors do not impede communication.			
4	Minor irrelevances and/ or omissions may be present. The target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	The text is mostly well- organised and linked, with occasional repetition in the use of cohesive devices and linking expressions.	Uses a range of everyday vocabulary mostly appropriately, with occasional inappropriate use of less common lexis. Uses a range of grammatical forms appropriate to the type of writing with mostly a good degree of control. Errors rarely impede communication.			
3	Some irrelevances and/ or omissions may be present. The target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	The text is fairly well- organised and linked. Although some repetition in the use of cohesive devices and linking expressions is present, the overall text remains consistent.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.			
2	Irrelevances and misinterpretations of the task may be present. The target reader is still in some way informed.	Uses the conventions of the communicative task to communicate ideas generally in simple ways.	The text shows some organization and linking , but there is frequent repetition and inconsistent use of cohesive devices and linking expressions.	Uses basic vocabulary reasonably appropriately, while often overusing certain lexis. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.			
1	Irrelevances and misinterpretations of the task may be present. The target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	The text lacks clear organization and linking , with excessive repetition and limited use of cohesive devices and linking expressions.	Uses basic vocabulary mostly inappropriately, while often overusing certain lexis. Uses simple grammatical forms with minimum degree of control. Errors may impede meaning.			
0	The Content is totally irrelevant. The target reader is not informed.	Performance below Band 1.					

Assessment scale for writing 1

Score:	Mark	Percentage
15-13	1	100-87%
12-11	2	80-73%
10 - 8	3	67-53%
7 - 6	4	46-40%
5 - 0	5	33-0%

Assessment scale for writing 2

Score:	Mark	Percentage
20-17	1	100-85%
16-14	2	80-70%
13-11	3	65-55%
10-8	4	50-40%
7-0	5	35-0%

Overall assessment: 60% of the final mark for Writing 1 and 40% for Writing 2. The total minimum word count for both parts combined is 200 words. If this requirement is not met, the work will not be assessed, as it fails to meet the exam standards.